
**TESTING ACCOMMODATIONS:
GUIDELINES FOR 2006-2007**



**ARIZONA DEPARTMENT OF EDUCATION
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PURPOSE OF DOCUMENT

This document is designed to guide teachers in the use of testing accommodations on state assessments. The correct administration of these assessments requires the use of this document, as well as the corresponding *Test Administration Directions* manual.

OVERVIEW OF ARIZONA'S ASSESSMENTS

Arizona's statutes A.R.S.§15-741 (A)-(2) and A.R.S.§ 15-743 (F); IDEA provision §300.138 (b) (1) (2), as well as the No Child Left Behind Act (NCLB), mandate that all students who are educated with Arizona's public funds must participate in state assessments. This includes students educated in the following settings:

- district schools;
- charter schools;
- educational collaboratives;
- approved private/voucher placement schools within and outside Arizona; and
- institutional settings, including state supported secure care facilities.

Arizona's state assessments are administered to students enrolled in Grade 2 through high school. All students enrolled in schools funded by the state of Arizona must participate in the assessments, including all students with disabilities and all students identified as English Language Learners.

ARIZONA'S ASSESSMENTS BY GRADE LEVEL

	Grade 2	Grades 3, 4, 5	Grades 6, 7, 8	Grade 9	Grades 10, 11, 12
State Assessments	<i>TerraNova</i>	AIMS DPA		<i>TerraNova</i>	AIMS HS
Alternate State Assessments	ASAT Level I	AIMS-A/ASAT Level I	AIMS-A/ASAT Level I or II	ASAT Level I or II	AIMS-A Level I or II

TerraNova is a norm-referenced assessment of reading, language, and mathematics that is published by CTB/McGraw-Hill. *TerraNova* is administered to students in Grades 2 and 9.

Arizona's Instrument to Measure Standards Dual Purpose Assessment (AIMS DPA) is a standards-based assessment of Arizona's Academic Standards in writing, reading, and mathematics and includes embedded *TerraNova* items. AIMS DPA is administered to students in Grades 3 through 8.

Arizona's Instrument to Measure Standards High School (AIMS HS) is a standards-based assessment of Arizona's Academic Standards in writing, reading, and mathematics. AIMS HS is administered to students beginning the spring of their second year in high school.

Arizona's Instrument to Measure Standards–Alternate (AIMS-A) and Alternate State Achievement Test (ASAT) are state assessments for students who qualify for participation in alternate assessments due to a significant cognitive disability. This document does not provide guidance for AIMS-A or ASAT. For guidance regarding the use of these assessments, including details regarding which students qualify to participate in alternate assessments, please refer to the *Alternate Assessment Manual* at: <http://www.azed.gov/ess/SpecialProjects/aims-a/>.

Educators should analyze what is being taught in their schools and classrooms and implement an instructional program that enables all students to acquire the content knowledge and skills outlined in

Arizona's Academic Standards. Since Arizona's assessments are based on Arizona's Academic Standards, every student must be engaged in an instructional program based on the standards. This program must use varied approaches to instruction, a range of opportunities that enables the student to demonstrate his or her knowledge and skills, and provide necessary and appropriate program supports and instructional accommodations to guarantee student access of the general curriculum.

Specific approved test preparation practices are described in the document, *Test Preparation and Administration Practices*, which can be found on the ADE web site at: www.azed.gov/standards/aims/Administering

OVERVIEW OF ACCOMMODATIONS

Accommodations are specific practices and procedures that provide students with equitable access during instruction and assessment. Accommodations are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. They are intended to reduce or even eliminate the effects of a student's disability. Accommodations can be changes in the presentation, response, setting, and timing/scheduling of educational activities. There should be a direct connection between a student's disability or need and the accommodation(s) provided to the student during educational activities, including assessment.

Students should receive the same accommodations for classroom instruction, classroom assessments, district assessment, and state assessments. No accommodations should be provided during assessments that are not also provided during instruction. However, not all accommodations appropriate for instruction are appropriate for use during a standardized state assessment. **The accommodations available to students while testing on TerraNova, AIMS DPA, or AIMS HS are limited to those listed in later sections of this document.**

Accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student. Therefore, it is not permissible to simplify, paraphrase, explain, or eliminate any test item, prompt, or multiple-choice option. Additionally, accommodations provided for one student may not impede or impact other students in the testing room. It is the responsibility of the Testing Administrator to see that each student, who qualifies for testing accommodations, receives these accommodations while also ensuring that other students, who do not receive accommodations, are not affected.

DESCRIPTIONS OF UNIVERSAL, STANDARD, AND ALTERNATE ACCOMMODATIONS

Arizona offers three levels of accommodations to students participating in state assessments: universal accommodations, standard accommodations, and alternate accommodations.

Universal accommodations are provisions made for students that are in need of a minor change in testing practices or procedures in order to demonstrate their learning. Universal accommodations do not change what the student is responsible for learning or demonstrating. Students who are in need of universal accommodations do not necessarily have a disability that qualifies them for an IEP or a 504.

Standard accommodations are provisions made in how a student accesses and demonstrates learning that does not substantially change the instructional level, the content, or the performance criteria. Students with disabilities who have an Individualized Education Program (IEP), or who have a 504 plan, may be considered for standard accommodations. Also, English Language Learners may be considered for standard accommodations.

Alternate accommodations are provisions that involve substantial changes in what a student is expected to learn and/or in the way that learning is demonstrated. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. Alternate accommodations affect the comparability of test scores. Only students with IEPs may be given alternate accommodations. IEP teams should exercise caution in considering whether a student

requires an alternate accommodation in order to access the test. Students considered for these accommodations should receive at least part of their instruction through special education and be using such alternate accommodations consistently in their daily instruction. If an alternate accommodation is recommended by the IEP team, parents must be notified and the recommended alternate accommodation explained. Refer to Page 9 for the information on the impact of the use of alternate accommodations on school accountability.

DETERMINING IF A STUDENT NEEDS A TESTING ACCOMMODATION

When students need accommodations in how they learn or demonstrate learning, they are likely to need accommodations in how they are assessed. Conversely, if students do not need accommodations in how they learn or demonstrate learning, they will not need accommodations in how they are assessed. Therefore, no accommodation can be put in place for assessment that is not also used for instruction.

To determine if a student will need testing accommodations to participate in state assessments, answer the following questions:

- Does the student use accommodations during daily instruction?
- If the student uses accommodations during daily instructions, does the student need accommodations in order to participate in the state assessment?
- If so, which testing accommodations are necessary and appropriate for the student?

Use the guidance in the following sections to determine which specific testing accommodations are available to students while participating in a state assessment. It is important to annually re-consider the types of accommodations used for students, particularly as they gain more skills.

TESTING ACCOMMODATIONS AVAILABLE TO ALL STUDENTS

The following **universal** accommodations are available to **all** students as deemed needed by the teacher:

- extended testing time (on the same day)
- a separate location or study carrel
- preferential seating
- special lighting
- student wears noise buffers (after directions)
- special furniture or pencil
- familiar test administrator
- repeat directions
- color overlay

A student with an injury, such as a broken hand or arm, that would make it difficult to participate in state assessments may receive the following **standard** accommodations as needed:

- write answers directly into test booklet
- record or dictate multiple choice responses to a scribe
- use assistive technology with spell check, grammar check, and predict ahead functions turned off

For each of the three accommodations listed above, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual.

DEFINITION OF AN ENGLISH LANGUAGE LEARNER

An **English Language Learner (ELL)** is a student whose native language is other than English and is learning English as a second language. The Arizona English Language Learner Assessment (AZELLA) is given to determine a student's proficiency in English and respective instructional placement.

- **Limited English Proficient (LEP)** is a term used to refer to a student whose English proficiency is still developing.
- **Fluent English Proficient (FEP)** is a term that is used to refer to a student that scores at the proficient level of the state mandated English language proficiency assessment.

For demographic purposes on *TerraNova*, AIMS DPA, and AIMS HS, Limited English Proficient students are identified as ELL students either in their student bar code label or with the student demographic bubbles. Fluent English Proficient students are identified as FEP either in their student bar code label or with the student demographic bubbles. In this document, the term English Language Learner will refer to both Limited English Proficient students and Fluent English Proficient students.

TESTING ACCOMMODATIONS AVAILABLE TO ENGLISH LANGUAGE LEARNERS

The following **universal** accommodations are available to **all** students, including English Language Learners, as deemed needed by the teacher:

- extended testing time (on the same day)
- a separate location or study carrel
- preferential seating
- special lighting
- student wears noise buffers (after directions)
- special furniture or pencil
- familiar test administrator
- repeat directions
- color overlay

The following **standard** accommodations are available to English Language Learners:

- more breaks
- small group administration or one-on-one testing
- clarify or simplify language in directions in English
- read aloud **math** or **writing** test items in English
- provide a word-for-word published, paper translation dictionary
- exact oral translation of directions **as needed upon student request**

Only the verbal directions stated by the Test Administrator and the written directions that the student is expected to read may be orally translated into the student's native language. The translation must be an exact translation which is as close to verbatim as possible, and translation is to be provided on an as needed basis only. Students must request the translation. Translation of test items is not permitted. Translations that paraphrase, simplify, or clarify directions are not permitted. Written translations are not permitted.

DEFINITION OF A STUDENT WITH A DISABILITY

- For the purposes of assessment, a **504 student** is eligible under Section 504 of the Rehabilitation Act of 1973 and has a 504 Accommodation Plan.
- For the purposes of assessment, a **Special Education student** is eligible to receive services under the Individuals with Disabilities Education Improvement Act – 2004 (IDEA) and has an Individualized Education Program (IEP).

TESTING ACCOMMODATIONS AVAILABLE TO STUDENTS WITH 504 PLANS

The following **universal** accommodations are available to **all** students, including those with 504 plans, as deemed needed by the teacher:

- extended testing time (on the same day)
- a separate location or study carrel
- preferential seating
- special lighting
- student wears noise buffers (after directions)
- special furniture or pencil
- familiar test administrator
- repeat directions
- color overlay

The following **standard** accommodations are available to students with 504 plans:

- more breaks and/or several shorter sessions
- small group administration or one-on-one testing
- clarify or simplify language in directions in English
- read or sign directions
- exact sign language interpretation of **math** or **writing** items
- magnification device
- amplification equipment
- place marker use
- read aloud **math** or **writing** test items in English
- large print or Braille edition of test
- use of an abacus on math portion by a student who is blind
- Braille writers *
- write answers directly into test booklet *
- record or dictate multiple choice responses to a scribe *
- use assistive technology with spell check, grammar check, and predict ahead functions turned off *

* For these accommodations, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual.

During the assessment, all accommodations for assessment identified in the student's 504 plan must be made available. However, students may choose not to use the accommodation(s).

TESTING ACCOMMODATIONS AVAILABLE TO SPECIAL EDUCATION STUDENTS

The following **universal** accommodations are available to **all** students, including Special Education students, as deemed needed by the teacher:

- extended testing time (on the same day)
- a separate location or study carrel
- preferential seating
- special lighting
- student wears noise buffers (after directions)
- special furniture or pencil
- familiar test administrator
- repeat directions
- color overlay

The following **standard** accommodations are available to Special Education students:

- more breaks and/or several shorter sessions
- small group administration or one-on-one testing
- clarify or simplify language in directions in English
- read or sign directions
- exact sign language interpretation of **math** or **writing** items
- magnification device
- amplification equipment
- place marker use
- read aloud **math** or **writing** test items in English
- large print or Braille edition of test
- use of an abacus on math portion by a student who is blind
- Braille writers *
- write answers directly into test booklet *
- record or dictate multiple choice responses to a scribe *
- use assistive technology with spell check, grammar check, and predict ahead functions turned off *

The following **alternate** accommodations are available to Special Education students:

- auditory presentation or interpretation through sign language systems of items on the Reading test
- use of a four-function calculator, number chart, arithmetic tables, manipulatives, or abacus on Mathematics test
- use assistive technology with spell check, grammar check, or predict-ahead functions on the Writing test*
- record or dictate to a scribe on the Writing test*

*For these accommodations, the student's responses must be transferred to the student's answer document as directed in the corresponding *Test Administration Directions* manual. If a scribe is used, the scribe may not alter the student's responses in any way. The student must provide writing conventions.

During the assessment, all accommodations for assessment identified in a student's IEP must be made available. However, students may choose not to use the accommodation(s).

REPORTING RESULTS OF ASSESSMENTS TAKEN WITH ACCOMMODATIONS

Students who receive **standard** or **alternate** testing accommodations while participating in *TerraNova*, AIMS DPA, or AIMS HS must have their accommodations appropriately identified on their answer document as directed in the corresponding Test Administration Directions. It is not necessary to identify students who received **universal** accommodations while participating in *TerraNova*, AIMS DPA, or AIMS HS.

The use of **standard** accommodations results in scores that are considered valid for comparison and accountability purposes. The results for students who participated in assessments with **standard** accommodations will be included in aggregate results at the school, district, and state level on the paper reports provided by the testing contractor. Students who received **standard** accommodations on AIMS DPA and AIMS HS will count as having tested for federal accountability (AYP) purposes.

The use of **alternate** accommodations results in scores that are considered invalid for comparison and accountability purposes. The results for students who participated in assessments with **alternate** accommodations will not be included in aggregate results at the school, district, and state level on the paper reports provided by the testing contractor. Students who received **alternate** accommodations on AIMS DPA or AIMS HS will not count as having tested for AYP purposes.